



Grade 4 Writing

Expository Scoring Guide

April 2021

Grade 4 Writing Expository Prompt

WRITTEN COMPOSITION: Expository

READ the following quotation.

Good teachers know how to bring out the best in students.

—*Charles Kuralt*

THINK carefully about the best teacher you know.

WRITE about the best teacher you know. Tell who it is and explain the characteristics that make this person a good teacher.

Be sure to —

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Score Point 1

The essay represents a very limited writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is inappropriate to the purpose or the specific demands of the prompt. The writer uses organizational strategies that are only marginally suited to the explanatory task, or they are inappropriate or not evident at all. The absence of a functional organizational structure causes the essay to lack clarity and direction.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the central idea is missing, unclear, or illogical. The writer may fail to maintain focus on the topic, may include extraneous information, or may shift abruptly from idea to idea, weakening the coherence of the essay.
- ❑ The writer's progression of ideas is weak. Repetition or wordiness sometimes causes serious disruptions in the flow of the essay. At other times the lack of transitions and sentence-to-sentence connections causes the writer to present ideas in a random or illogical way, making one or more parts of the essay unclear or difficult to follow.

Development of Ideas

- ❑ The development of ideas is weak. The essay is ineffective because the writer uses details and examples that are inappropriate, vague, or insufficient.
- ❑ The essay is insubstantial because the writer's response to the prompt is vague or confused. In some cases, the essay as a whole is only weakly linked to the prompt. In other cases, the writer develops the essay in a manner that demonstrates a lack of understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be vague or limited. It reflects little or no awareness of the expository purpose and does not establish a tone appropriate to the task. The word choice may impede the quality and clarity of the essay.
- ❑ Sentences are simplistic, awkward, or uncontrolled, significantly limiting the effectiveness of the essay.
- ❑ The writer has little or no command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Serious and persistent errors create disruptions in the fluency of the writing and sometimes interfere with meaning.

5
Sonia today is the
first day of school it took
a long time for 4 or 5 to
comp.
Mrs Smith is the best
teacher for we like
writeing
When I first walk
in I think this the best
class ever I walk and
do a essay is like an
essay. I like Mrs Smith
so much she is the best.
When first I see
her I think we are going
to have fun and do fast
essays.
I just know one will have
the best teacher

Score Point 1

The writer provides the unclear central idea that “Mrs. Smith is the best teacher because I love writing.” Repetition of the idea that Mrs. Smith is “the best teacher” and has “the best class” because the writer enjoys writing essays causes serious disruptions in the flow of the essay and weakens the progression of ideas. The example about how upon first entering Mrs. Smith’s class the writer could “smell an [essay]” and knew the class was “going to have fun and do fast [essays]” is inappropriate as it does not explain why Mrs. Smith is the best teacher. Additionally, persistent errors in spelling (“writing,” “faste”) create serious disruptions in the fluency of the writing and interfere with meaning. For these reasons, this response represents a very limited writing performance.

DO YOU have a favert teacher?
I DO she is my fouth grade teacer
Ms. Jones is her na me she helps us
whth for Math and since. **Ms. Jones** My
Math problems teacher she is very nice
But when kids are being rude she get mad
But when she comes down she says do the
you do I see my test she is not my favert
teacher. **Ms. Jones** is my favert teacher
because she helps us when we need it when
we are dismist I run away alot I
saw **Ms. Jones** in the distice I don't run away
^{alot} in conclshone **Ms. Jones** is my favert
teacher I hope you do to.

Score Point 1

In this response the writer provides the central idea that “Ms. Jones is my favert teacher because she helps us when we need it.” However, rather than explain how Ms. Jones is helpful, the writer contradicts the central idea and explains that Ms. Jones “is not my favert teacher” because she becomes upset “when kids are being rude.” The essay is ineffective with a weak development of ideas as the writer’s contradictory examples of how Ms. Jones “is very nice” but is not the writer’s favorite teacher when she becomes upset and assigns a test are inappropriate to explain how Ms. Jones is helpful. An absence of sentence boundaries (“I Do she is my fouth grade teacer Ms. Jones is her name she helps us whth for Math and since”; “Ms. Jones is my favert teacher because she helps us when we need it when we are dismist I run away alot I saw Ms. Jones in the distice I don’t run away alot”), along with serious and persistent errors in spelling (“fouth,” “Math and since,” “favert,” “dismist,” “in conclshone”), further impede the quality and clarity of this very limited writing performance.

do you like to have a great teacher or mean? well you must say: of course nice, but if I ask myself do I like learning? I would say yes, and thats when you need to get a mean teacher.

well, nice teachers could bring out nice students, but not sure that can bring smart students, mean teachers could bring smart students.

do you want to have mean teachers or nice?

Score Point 1

The writer presents the unclear central idea that “do I like learning? I would say yes, and that’s when you need to get a mean teacher.” The writer uses a compare-contrast structure to demonstrate the different outcomes of being taught by a nice or mean teacher. However, the structure is ineffective as it is not sustained long enough to progress this idea. The writer’s statement that “mean teachers could bring smart students” is vague and does not explain how being mean is a characteristic of a good teacher. The writer demonstrates a lack of command of sentence boundaries (paragraph two is one long run-on sentence). Additionally, the writer demonstrates a partial command of punctuation with the inconsistent use of commas after “well” as well as unwarranted question marks that interrupt sentences within the first paragraph. Furthermore, the writer has little command of age-appropriate capitalization and capitalizes only the letter “I” throughout the response. Overall, this response demonstrates a very limited writing performance.

I picked the most enjoyable teacher you can have, her name is Mrs. Lopez she is the coolest teacher ever I love her.

Mrs. Lopez has a son and he came to visit us it was cool & fun. Then a few weeks later he was getting merred.

He got merred to a girl name jane they looked like a good couple.

Score Point 1

The writer establishes the central idea that Mrs. Lopez is “the coolest teacher ever.” However, the absence of a functional organizational structure causes the progression of ideas to be random as the writer abruptly shifts focus from liking Mrs. Lopez to listing facts about her son (“... he was getting merred”; “He got merred to a girl name jane”), and this weakens the coherence of the essay. The development of ideas is weak because the writer uses examples that are inappropriate (“Mrs. Lopez has a son and he came to visit us it was cool & fun”) and do not explain what characteristics make Mrs. Lopez an example of a good teacher. The writer has little command of sentence boundaries as paragraphs one and two are run-on sentences, and this creates serious disruptions in the fluency of this very limited writing performance.

Score Point 2

The essay represents a basic writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is evident but may not always be appropriate to the purpose or the specific demands of the prompt. The essay is not always clear because the writer uses organizational strategies that are only somewhat suited to the expository task.
- ❑ Most ideas are generally related to the topic specified in the prompt, but the writer's central idea is weak or somewhat unclear. The lack of an effective central idea or the writer's inclusion of irrelevant information interferes with the focus and coherence of the essay.
- ❑ The writer's progression of ideas is not always logical and controlled. Sometimes repetition or wordiness causes minor disruptions in the flow of the essay. At other times transitions and sentence-to-sentence connections are too perfunctory or weak to support the flow of the essay or show the relationships among ideas.

Development of Ideas

- ❑ The development of ideas is minimal. The essay is superficial because the writer uses details and examples that are not always appropriate or are too briefly or partially presented.
- ❑ The essay reflects little or no thoughtfulness. The writer's response to the prompt is sometimes formulaic. The writer develops the essay in a manner that demonstrates only a limited understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer's word choice may be general or imprecise. It reflects a basic awareness of the expository purpose but does little to establish a tone appropriate to the task. The word choice may not contribute to the quality and clarity of the essay.
- ❑ Sentences are awkward or only somewhat controlled, weakening the effectiveness of the essay.
- ❑ The writer demonstrates a partial command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Some distracting errors may be evident, at times creating minor disruptions in the fluency or meaning of the writing.

I bet my teacher is ten times better than yours! Secodly! She knows me well and she pretty. To start with my teacher has known me for three years. My teacher is Mrs. Rodriguez. She is kind, clever, and gorgaus. She is gorgaus because her hair is shiny, brown, and red. That's why I think she's the best. Clever because she teaches kids to learn. Also kind because she lets us use her school supplies. Her eyes are so pretty and light brown. Lasty that's why I love my teacher. To begin with my teacher has know me for three years. Mrs. Rodriguez is beatful and gorgaus. She knows my favorite color. And she knows I write small. Also she knows my favorite food it is mexican food. She knows what college I am going to long horns college. My favorite fruit too it is watermelon. Secodly those are all the facts about my teacher and me. Lastly I love my teacher so much! Lastly I love my teacher because she is awsome!

Score Point 2

The writer provides the central idea that “My teacher is Mrs. Rodriguez. She is kind, clever, and gorgaus.” The progression is not always controlled because the writer’s transitions (“Secodly,” “To start with,” “Also,” “Lastly”) do not connect ideas logically. Additionally, the writer develops the three ideas in the central idea minimally (“She is gorgaus because her hair is shiny, brown, and red . . .”; “Clever because she teaches kids to learn . . .”; “. . . kind because she lets us use her school supplies”) before simply repeating the same information. Furthermore, awkward sentences (“She knows what college I am going to long horns college”; “My favorite fruit too it is watermelon”) weaken the effectiveness of this basic writing performance.

I have know Ms. Johnson for two years a she has been the nicest and happiest teacher ever this is why Ms. Johnson is the most enjoyable person in the world.

One reason Ms. Johnson is the mos enjoyable person in the world is that she is the nicest person in the world. For example she is nice to her fellow workers. One time I saw Ms. Johnson help her student in the nicest way.

Another reason Ms. Johnson is the most enjoyable person in the world is that she is happy. This means she is always happy when around her students. I remember when I was coming in the class and she was in a happy mood and she was smiling.

As you can see Ms. Johnson is the most enjoyable person in the world because she is nice and she is happy this means I'm thankful for having Ms. Johnson for being my teacher.

Score Point 2

In this response the writer presents the central idea that Ms. Johnson “has been the nicest and happiest teacher ever this is why Ms. Johnson is the most enjoyable person in the world.” Perfunctory transitions (“One reason,” “Another reason,” “As you can see”) list instead of connect the writer’s ideas about why Ms. Johnson is “the most enjoyable person.” The repetition of the idea that Ms. Johnson is nice, happy, and enjoyable causes minor disruptions in the flow of ideas. Partially presented details and examples about how Ms. Johnson is nice, happy, and enjoyable (“... nicest person in the world”; “... nice to her fellow workers”; “... Ms. Johnson [helped] her student in the nicest way”; “... she is always happy when around her students”) do not explain why being “the most enjoyable person in the world” makes Ms. Johnson the best teacher. Moreover, the writer’s partial command of sentence boundaries (paragraphs one and four are lengthy run-on sentences) creates minor disruptions in the fluency of this basic writing performance.

The best teacher I know would be my math teacher aka Mrs. White. The reason why she is the best teacher is because she encourages her students like me. The second reason why is because she makes learning fun. The way she encourages me is by telling me to try again when I want to give up on a problem. The way that she makes learning fun is that she picks some games but adds learning to the games. That is all of the reasons why my math teacher aka Mrs. White is the best teacher I know.

Score Point 2

In this response the writer offers the central idea that Mrs. White is the best teacher because “she encourages her students” and “makes learning fun.” Formulaic transitions (“The reason why . . .”; “The second reason why . . .”; “That is all of the reasons why”) list rather than connect the ideas within the essay. The development is minimal because the writer’s details (“The way she encourages me is by telling me to try again when I want to give up on a problem”; “The way that she makes learning fun is that she picks some games but adds learning to the games”) are too briefly presented to explain how Mrs. White encourages students and makes learning fun. Word choice is general (“students like me,” “makes learning fun,” “she picks some games,” “adds learning to the games”) and does not establish a tone appropriate to the expository task. While the writer demonstrates adequate command of sentence boundaries and conventions, the minimal development of ideas demonstrates a basic writing performance.

Have you ever had a favorite or best teacher? Well I have and her name is **Mrs. Brown** and she teaches 4th grade at my school.

The first reason is, she's funny and she can always cheer someone up. When they have a bad day.

Second, she's a great teacher. like she breaks it down for all of us, and she'll help you when you need help.

The last reason, is she's kind. and always wants to help.

Do any of those match your best teacher?

Score Point 2

In this response the central idea is that Mrs. Brown is the writer's "favorite or best teacher" because she is funny, "breaks it down" for her students, and is kind. Perfunctory transitions ("First," "Second," "The last") list instead of connect the different characteristics that make Mrs. Brown a good teacher. The ideas of the essay are only minimally developed as partially presented examples ("... she can always cheer someone up"; "... she'll help you when you need help"; she "always wants to help") that do not fully explain why Mrs. Brown is the writer's favorite teacher. The writer demonstrates a partial command of sentence boundaries and punctuation ("When they have a bad day"; "and always wants to help") that, at times, creates minor disruptions in the fluency or meaning of the writing. Overall, this response represents a basic writing performance.

Score Point 3

The essay represents a satisfactory writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is, for the most part, appropriate to the purpose and responsive to the specific demands of the prompt. The essay is clear because the writer uses organizational strategies that are adequately suited to the expository task.
- ❑ The writer establishes a clear central idea. Most ideas are related to the central idea and are focused on the topic specified in the prompt. The essay is coherent, though it may not always be unified due to minor lapses in focus.
- ❑ The writer’s progression of ideas is generally logical and controlled. For the most part, transitions are meaningful, and sentence-to-sentence connections are sufficient to support the flow of the essay and show the relationships among ideas.

Development of Ideas

- ❑ The development of ideas is sufficient because the writer uses details and examples that are specific and appropriate, adding some substance to the essay.
- ❑ The essay reflects some thoughtfulness. The writer’s response to the prompt is original rather than formulaic. The writer develops the essay in a manner that demonstrates a good understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer’s word choice is, for the most part, clear and specific. It reflects an awareness of the expository purpose and establishes a tone appropriate to the task. The word choice usually contributes to the quality and clarity of the essay.
- ❑ Sentences are varied and adequately controlled, for the most part contributing to the effectiveness of the essay.
- ❑ The writer demonstrates an adequate command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although some errors may be evident, they create few (if any) disruptions in the fluency of the writing, and they do not affect the clarity of the essay.

Sometimes you hope for the teacher you want but you get a different teacher. But that doesn't matter what matters is that you will learn the same thing.

This year I got Mrs. Martinez at first I didn't like it but then she started to help us out, she would give us examples of a new subject. Or she would explain it to us it took some time to see what she meant but I understood it. Sometimes she would show us videos or give us practice so we can understand it a lot better.

Mrs. Martinez is sometimes strict to us because she wants us to be prepared for 5th grade. She also wants us to be mature and organized. When we write she sends us to her table and corrects us and tells us to read it, she gives us her time. My teacher tries to teach us everything so we get passing grades. She gives all her effort.

I would not give up my teacher for any other teacher I think I will be successful all because of my teacher.

Score Point 3

In this response the central idea is that the writer will be “successful” because Mrs. Martinez is a great teacher who “gives all her effort.” The progression of this idea is generally logical and controlled as sentence-to-sentence connections (“Mrs. Martinez is sometimes strict to us because she wants us to be prepared for 5th grade. She also wants us to be mature and organized”) show the relationship between Mrs. Martinez’s dedication and how it influences her students. The writer sufficiently develops specific examples (“... she would show us videos or give us practice so we can understand it a lot better”; “... wants us to be mature and organized”; “... she sends us to her table and corrects us and tells us to read it”) that explain how much Mrs. Martinez does to ensure her students comprehend the lessons taught. The essay reflects some thoughtfulness because the writer uses the details (“... gives us her time”; “... tries to teach us everything so we get passing grades”; “I would not give up my teacher for any other teacher”; “I think I will be successful all because of my teacher”) to explain how Mrs. Martinez made the writer feel confident in the ability to succeed. Although some errors in sentence boundaries are evident, including a run-on sentence to begin the second paragraph, they do not detract from the effectiveness of this satisfactory writing response.

Who's the best teacher at your school? You might ask, well the best teacher at my school is Ms. Gray. She is really funny and really good at making math seem fun. The class and I love her. Are math songs are really fun to sing along to and really cool. We do movement actives and we do partner actives. She always makes sure we understand and knows what we're doing. Ms. Gray is really funny and tells the greatest jokes. Every morning she tells us four jokes and of course there funny. Here is one of my favorite ones, "Why didn't Cinderella make the tennis team?", beacaues she ran away from the ball. It's still to funny. In science we get to do all kinds of exspearements. One time we got to make lemonade and we seperated the lemonade powder the water. Last of all, she is really good at math. She's like a math whiz at it. Sometimes she make's some mistakes but she fixes them quickly. Like one time she wrote ten times two equals two hundred then when she looks at it again she fixes it. So that counclouds my paper. Ms. Gray is really awesome and is always fun. She has changed my mined on math and is always ready to help. Ms. Gray is my hero.

Score Point 3

The writer presents the clear central idea that the best teacher is Ms. Gray because she “is really funny and really good at making math seem fun.” The response is organized around the two characteristics that make Ms. Gray the best teacher: Ms. Gray uses creativity and humor to design engaging, interactive lesson plans, and Ms. Gray is knowledgeable in math. The relationship between Ms. Gray’s humor and her ability to make math fun are demonstrated by the writer’s use of sentence-to-sentence connections (“Ms. Gray is really funny and tells the greatest jokes. Every morning she tells us four jokes and of course there funny”). Specific details about Ms. Gray’s lessons (“One time we got to make lemonade. . .”) and her willingness to make mistakes (“Like one time she wrote ten times two equals two hundred. . .”) not only sufficiently explain the central idea that Ms. Gray is funny and good at making math fun, but they also reflect some thoughtfulness because they show how much the writer admires Ms. Gray. Although there are some minor spelling errors (“actives,” “exspearements,” “mined”), they do not disrupt the fluency or affect the clarity of this satisfactory writing performance.

"Kapesh!" said Ms. Black "Kaposh!" yelled back the class. The best teacher I know is Ms. Black.

To begin, Ms. Black is really nice. A person who is nice forgives, is patient, and keeps people happy. When I made a bad grade she said it was okay and forgave me. If somebody was behind or misbehaving she would be patient and talk it out. When a student was sad she would talk with them and make them feel better. Every time I see Ms. Black she makes me happy.

Next, Ms. Black has really fun activities. Activities are games, outdoor things, and creations. Ms. Black had this biography project we had to do. We had to create a poster about someone. In Ms. Black's class we would do a Kahoot daily. To make us feel better about staar Ms. Black made her classroom into a campsite. Ms. Black set out fun little games once on the playground. Last but not least Ms. Black also is really good at actually teaching. Teaching is to tell or show someone how to do something. Ms. Black somehow manages to talk us into studying. Ms. Black will keep teaching no matter what. Ms. Black would keep everyone awake with interesting lessons. When the electricity went out in our classroom we still studied cursive. In conclusion, there are many amazing teachers but Ms. Black will always be the greatest to me.

Score Point 3

The writer uses a problem-solution approach to organize this essay around the central idea that Ms. Black demonstrates characteristics of a great teacher. The writer's sentence-to-sentence connections ("Ms. Black will keep teaching no matter what. Ms. Black would keep everyone awake with interesting lessons. When the electricity went out in our classroom we still studied cursive") sufficiently support the flow of the essay and show the relationship between Ms. Black and her dedication to her students. Ideas are sufficiently developed through specific examples ("If somebody was behind or misbehaving she would be patient and talk it out"; "To make us feel better about the staar Ms. Black made her classroom into a campsite"; "Ms. Black somehow manages to talk us into studying") that explain Ms. Black's compassion and effectiveness. The clear and specific word choice ("Kapesh," "misbehaving," "Kahoot," "cursive") highlight the positive qualities of Ms. Black's classroom. For these reasons, this essay demonstrates a satisfactory writing performance.

Kind, peppy, funny, they all describe one of my favorite teachers ever, Mrs. Green. To kick it off, she is always very, very, very kind to people that she hardly even knows, even more her students! Mrs. Green is always really nice to her students, because to her smart or dumb every student is the same. I can hear her talking to all her young kids with a sweet voice and an encouraging attitude. One time when we were learning how to divide I was confused, so she came to me with a kind heart and taught me a strategy I will use for the rest of my life. There is no doubt that Mrs. Green is one of the kindest people I know. Sometimes math can be really boring, but with her it never is! When Mrs. Green teaches you she is always very peppy and exciting with her work. Whenever she talks to you, she always makes you feel really happy on the inside. She is also very positive and gets you ready to work. Like one time she decorated her room like a football field and popped balloons with confetti inside them as we walked in. I can't wait till we get to do another class with her!

When it's the end of the day and it's time to go home, she walks us outside and gives us to our moms. She opens our car door and waves us "good bye," I wave back, "bye." She is a great teacher.

Score Point 3

The writer begins with a central idea (“Kind, peppy, funny, they all describe one of my favorite teachers ever, Mrs. Green”) and focuses the essay on the teaching strategies Mrs. Green uses to facilitate student success. Sentence-to-sentence connections (“One time when we were learning how to divide I was confused, so she came to me with a kind heart and taught me a strategy I will use for the rest of my life. There is no doubt that Mrs. Green is one of the kindest people I know”) demonstrate the correlation between Mrs. Green’s “peppy” personality and its effect on the writer. Specific and appropriate details about the characteristics of Mrs. Green (“... to her smart or dumb every student is the same”; “always very peppy and exciting with her work”; “... popped balloons with confetti inside them as we walked in”) are sufficient to explain how much Mrs. Green cares about her students and how much fun it is to be in her class. Varied and adequately controlled sentences (“Sometimes math can be really boring, but with her it never is!”; “When it’s the end of the day and it’s time to go home she walks us outside and gives us to our moms”) contribute for the most part to the effectiveness of this satisfactory writing performance.

Score Point 4

The essay represents an accomplished writing performance.

Organization/Progression

- ❑ The organizing structure of the essay is clearly appropriate to the purpose and responsive to the specific demands of the prompt. The essay is skillfully crafted because the writer uses organizational strategies that are particularly well suited to the expository task.
- ❑ The writer establishes a clear central idea. All ideas are strongly related to the central idea and are focused on the topic specified in the prompt. By sustaining this focus, the writer is able to create an essay that is unified and coherent.
- ❑ The writer’s progression of ideas is logical and well controlled. Meaningful transitions and strong sentence-to-sentence connections enhance the flow of the essay by clearly showing the relationships among ideas, making the writer’s train of thought easy to follow.

Development of Ideas

- ❑ The development of ideas is effective because the writer uses details and examples that are specific and well chosen, adding substance to the essay.
- ❑ The essay is thoughtful and engaging. The writer may choose to use his/her unique experiences or view of the world as a basis for writing or to connect ideas in interesting ways. The writer develops the essay in a manner that demonstrates a thorough understanding of the expository writing task.

Use of Language/Conventions

- ❑ The writer’s word choice is purposeful and precise. It reflects a keen awareness of the expository purpose and maintains a tone appropriate to the task. The word choice strongly contributes to the quality and clarity of the essay.
- ❑ Sentences are purposeful, varied, and well controlled, enhancing the effectiveness of the essay.
- ❑ The writer demonstrates a consistent command of sentence boundaries and age-appropriate spelling, capitalization, punctuation, grammar, and usage conventions. Although minor errors may be evident, they do not detract from the fluency of the writing or the clarity of the essay. The overall strength of the conventions contributes to the effectiveness of the essay.

Everybody wants a teacher that's fair and fun. Someone that knows when you have trouble with some thing and helps you with it. Nobody wants a mean and grouchy teacher that makes nothing fun. If you're looking for that fun kind of teacher, you can always look for Mrs. Hall.

One way that makes Mrs. Hall the best teacher is that she has a talent of making learning fun. One time, when my class and I was studying for math and science, she taught us how to play a game called Quizzel. After playing that game quite a few times, mostly everybody got the hang of it. Quizzel helps us memorize our definitions for tests. Someone who knows what a kid loves most and turns it into a studying game should really be acknowledged.

Another way that makes Mrs. Hall the best is that she makes us understand questions like we never did before! When she knows we can't understand questions, she shows a million ways to solve it! She doesn't go on until we all understand it. Mrs. Hall sure does have the brains to know a bunch of ways to solve problems! I think it's amazing how she can make one that doesn't understand at all understand!

The last reason why Mrs. Hall is the best is because she knows when to be strict even when we're having fun. When Mrs. Hall is strict, she knows that it's right. She doesn't make her commands loud and mean, but she makes it so that we can understand that it's wrong. Sometimes, she doesn't even say that we're doing something wrong, and she just takes away a dojo point. Mrs. Hall is good at being fun and strict.

Good teachers know how to bring out the best of students, and I truly believe that Mrs. Hall is one of those good teachers.

Score Point 4

The writer presents the clear central idea that “If you’re looking for that fun kind of teacher, you can always look for Mrs. Hall.” Strong sentence-to-sentence connections (“When she knows we can’t understand questions, she shows a million ways to solve it! She doesn’t go on until we all understand it”) clearly show the relationship between Mrs. Hall’s enthusiasm for teaching and its effect on her students. The writer effectively develops the response with specific examples (“a game called Quizzel”; “Quizzel helps us memorize our definitions”) that demonstrate the writer’s understanding of Mrs. Hall’s effort on behalf of her students. Purposeful and precise word choice (“talent of making learning fun”; “knows what a kid loves most”; “sure does have the brains”) conveys Mrs. Hall’s dedication to her students. Holistically, this essay represents an accomplished writing performance.

Teachers. When you think about the word teachers you most likely think of school but to me the best teacher that anyone can have is a parent. Moms and dads all over the world are teachers. My mom is the best teacher I could ask for because she taught me how to do everyday things such as brushing my teeth and brushing my hair. She knows exactly when and what I need help on just by my mood. The best teacher out of the eight billion people living is my mother.

Everyday when I awake I go to comb my hair but I didn't learn how to do so by myself. My mom used to guide my hand with the brush into my straight hair so I could get all the knots out off my head. After I brush my hair I usually I go cleanse my teeth and it didn't come naturally either. My mom would observe very closely at how I brushed my teeth and instructed me on how to do it correctly. My mom was there for every move I've made in my nine years of living on planet Earth.

My attitude changes if I need help or if I'm mad. My mom can tell if I need help and will ask "what's wrong?" and whatever I said she'd understand she would help me solve the problem even if it was hard. It doesn't matter what question I throw at her, she will always have an answer.

My mom teaches me everything about daily actions in life. She understands my needs very well and knows if something's wrong. Any parent is the best teacher for their child/ children.

Score Point 4

The writer provides the clear central idea that “the best teacher out of the eight billion people living is my mother.” The writer organizes the response by first defining “Teachers” in a non-traditional way and then providing personal anecdotes as examples. Strong sentence-to-sentence connections (“When you think about the word teachers you most likely think of school but to me the best teacher that anyone can have is a parent. Moms and dads all over the world are teachers. My mom is the best teacher I could ask for . . .”) clearly show the relationship between the writer’s view that parents are the best teachers and how the writer benefits from her own mother’s guidance. Specific, well-chosen details (“Everyday when I awake I go to comb my hair but I didn’t learn how to do so by myself. My mom used to guide my hand with the brush into my straight hair so I could get all the knots out off my head. After I brush my hair I usually I go cleanse my teeth and that didn’t come naturally either”) engage the reader and add thoughtfulness to the essay, clearly showing how the writer’s mom has helped her master daily tasks. Purposeful, varied, and well-controlled sentences (“My mom can tell if I need help and will ask, ‘what’s wrong?’ and whatever I said she’d understand”; “My mom was there for every move I’ve made in my nine years of living on planet Earth”) further enhance the effectiveness of this accomplished writing performance.

Homeschool teachers are great, so are your parents, and same with school teachers - but none of them can compete with mistakes! Mistakes teach you a good lesson that you will never forget. They can teach you many things, like to not step on the concrete bare-foot, to be careful of when you use your money, and to not put your finger on the doorway when you're closing the door. After you make your mistake, you always learn something important that you can take a mental note of what you need to do and what you don't. I think you can agree with me that mistakes aren't always the best to experience, right? Well, you might not want someone to make the previous mistake that you made, so you can tell them your mistake and the lesson that you learned from it so that they won't make the mistake you experienced. I'll never forget the time that I accidentally forgot to put the lid on the blender before turning it on to make my smoothie. I was just about to flick the "on" switch when my sister shrieked, "NO WAIT THE-" She was cut off by my startled shriek, and I jumped. I saw it in slow-motion as my finger nudged up the on switch. Strawberries, mangoes, bananas, blueberries, and many more fruits splattered and splashed onto the walls of my house, the floor, our clothes, and our faces, dripping with mushy fruits. "Lid." My sister finished with a disappointed sigh, still standing there with my smoothie dripping off our clothes. The rest of the day, we cleaned the walls and floors, still laughing about my mistake. I had learned my lesson to put the lid on the blender, along with the lesson that mistakes would always teach me an unforgettable lesson and that they were the best. Teachers. Ever.

Score Point 4

The writer presents the clear central idea that while there are many good teachers, "none of them can compete with mistakes." The writer organizes the response around the cause-and-effect relationship between making mistakes and learning lessons. Strong sentence-to-sentence connections ("They can teach you many things, like to not step on the concrete bare-foot, to be careful of when you use your money, and to not put your finger in the doorway when you're closing the door. After you make your mistake, you always learn something important that you can take a mental note of what you need to do and what you don't") clearly show how mistakes can be beneficial. Meaningful transitions ("After you make your mistake," "I think you can agree with me," "I'll never forget the time," "The rest of the day") clearly show the relationship among ideas. The writer effectively develops the essay with specific details in a well-chosen, humorous anecdote that is engaging to the reader and supports the writer's unique viewpoint that mistakes are the best teachers. The writer's purposeful and precise word choice ("cut off by my startled shriek"; "my finger nudged up on the switch"; "fruits splattered and splashed onto the walls of my house," "finished with a disappointed sigh") illustrates how mistakes "always teach me an unforgettable lesson" and contributes to the quality of this accomplished writing performance.

Snap! The small marshmallow flies through the air and lands on the ground measuring 32 meters. That was one of our exciting science experiments. Without a doubt, Mrs. Garcia is the best teacher I know.

Unlike any other teachers, Mrs. Garcia lets us do many science experiments that teaches us different stuff. For example, when we did the marshmallow launcher experiment where you shoot marshmallows, I found out that the large marshmallow is heavier than the small one, so it can't go as far. Another experiment we did was circuits. We would try to light up the light bulb by bending the wires to the battery and by connecting the other end of the wire to the light bulb. On this experiment, I found out ways to light the bulb up and how to figure out if it is going to light or not.

Besides the reason that she lets us do many science experiments, she also makes learning fun. When she teaches, no one gets bored. One time she gave us candy and we did division practice with it. At the end, she even let us eat them! She also let us make a comic strip about erosion, weathering, and deposition. She let us draw speech bubbles to make the comic strip funny. My favorite lesson was when Mrs. Garcia let us name our own settlement and told us to persuade the reader to come to your land.

Do you feel excited as the teacher says, "Science experiment time?" Do you feel boredom going away as she teaches? Without a doubt, Mrs. Garcia is the best teacher I know.

Score Point 4

In this response the clear central idea is "Mrs. Garcia is the best teacher I know." Progression of ideas is logical and well-controlled with meaningful transitions ("Without a doubt," "Unlike any other teachers," "Besides the reason that she lets us do many science experiments"), tying ideas back to the central idea and connecting the ways Mrs. Garcia is the writer's favorite teacher. Development of ideas is effective because the writer uses specific and well-chosen details (Mrs. Garcia used "the marshmallow launcher experiment" to teach her students how mass affects velocity; while teaching math, "she gave us candy and we did division practice with it"; Mrs. Garcia asked students to "make a comic strip about erosion, weathering, and deposition") that clearly demonstrate the enthusiasm students have for Mrs. Garcia's lessons. The writer's purposeful word choice ("Snap!"; "measuring 32 meters"; "feel boredom going away") and varied, well-controlled sentences ("For example, when we did the marshmallow launcher experiment where you shoot marshmallows, I found out that the large marshmallow is heavier than the small one, so it can't go as far"; "At the end, she even let us eat them!"; "Do you feel excited as the teacher says, 'Science experiment time?'"") enhance the effectiveness of this accomplished writing performance.

